

Council on Postsecondary Education  
Committee on Equal Opportunities  
June 26, 2002

## News Articles and Publications of Interest

The attached articles and publications are related to equal opportunities and access to postsecondary education.

Staff preparation by Sherron Jackson

# Diversity low among Bucks for Brains hires



BY STEWART BOWMAN, THE COURIER-JOURNAL

Sabire Ozcan, left, a biochemistry professor who in 1999 filled a University of Kentucky post funded with Bucks for Brains money, spoke with UK graduate student Amber Mosley in a lab at the UK School of Medicine last week.

## First 3 years seat no blacks, 1 Hispanic

By MARK PITTSCH  
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The Courier-Journal

In the first three years of Bucks for Brains, the researchers hired by state universities under the Kentucky program were overwhelmingly white males.

Not one of the 123 researchers was African American, and only one was Hispanic.

According to data included in university reports submitted to the Council on Postsecondary Education, 108 — or 88 percent — of the researchers funded under the program were white, and 14 — or 11 percent — Asian.

The figures, which go through June 30, 2001, also show that 106 of the 123 researchers — or 86 percent — are men.

And that is "extraordinarily terrible," said Sen. Gerald Neal, D-Louisville, a member of the

### BUCKS FOR BRAINS RESEARCHERS

SCHOOL	GENDER		ETHNICITY				TOTAL
	MALE	FEMALE	WHITE	AFRICAN AMERICAN	HISPANIC	ASIAN	
EKU	0	2	2	0	0	0	2
NKU	0	1	1	0	0	0	1
UK	88	11	85	0	1	13	99
U of L	10	2	12	0	0	0	12
WKU	8	1	8	0	0	1	9
<b>TOTAL</b>	<b>106</b>	<b>17</b>	<b>108</b>	<b>0</b>	<b>1</b>	<b>14</b>	<b>123</b>

All figures are as of June 30, 2001

SOURCE: COUNCIL ON POSTSECONDARY EDUCATION

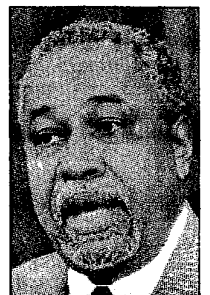
BY DEVON MORGAN, THE COURIER-JOURNAL

Senate Education Committee that has backed the Bucks for Brains program.

"It's not acceptable," said Neal, who during the special General Assembly session that adjourned early this month un-

successfully sought to add a budget amendment that would require universities to develop plans to achieve "reasonable di-

See BUCKS  
Page 3, col. 1, this section



"It's not acceptable," state Sen. Gerald Neal, a Democrat from Louisville and a member of the Senate Education Committee, said of the figures on the ethnic backgrounds and genders of Bucks for Brains program hires.

# Bucks for Brains hires largely white males

Continued from Page One

iversity" in Bucks for Brains hiring.

Mario Santi, a Spanish professor who holds an endowed chair at the University of Kentucky and is the only Hispanic hired under the program, agreed the state needs to do better.

The postsecondary-education council is scheduled to review the universities' reports today. The findings provide the first detailed glimpse of the ethnic backgrounds and genders of researchers funded by Bucks for Brains endowments.

"We are disappointed in not having more diversity among the recipients," said Angie Martin, the council's vice president for finance.

**BUT NOT ALL** the news is bad. The overall percentage of minority hires under Bucks for Brains — 12 percent — is within range of the overall percentage of minorities teaching in faculty positions in the United States.

And since June 30, the University of Kentucky has hired two black professors under Bucks for Brains. They will be included in the next accounting period.

According to the U.S. Department of Education, minorities made up 14.4 percent of the 590,937 full-time faculty members on college campuses in the fall of 1999, the latest available data. Nationally, Asians made up 5.8 percent of faculty members, blacks 4.9 percent, and Hispanics 2.8 percent. American Indians, resident aliens and people of unknown race comprised the remainder of the 14.4 percent.

The federal data also show that 37.2 percent of U.S. faculty members are women — much higher than the 14 percent hired in Kentucky under Bucks for Brains.

Gordon Davies, president of the postsecondary-education council, said he has discussed the diversity issue with university presidents and hopes the schools use Bucks for Brains to draw more minorities into doctoral programs on their campuses.

Since 1998, Kentucky has made \$230 million available under Bucks for Brains to match private funds raised by the state's eight public universities to hire top scholars. Of the \$230 million, \$133.3 million is slated for UK, \$66.7 million is to go to the University of Louisville, and the remaining \$30 million is to be divided among the six regional universities.

The idea behind the program is to use university research — particularly in the sciences, engineering and technology — to spur economic development in the state.

Typically, the privately raised funds and the state match are used to create an endowment that pays a researcher's salary. Some endowments also pay for research costs, such as laboratory equipment, salaries for assistants and travel.

University officials said they are making an effort at recruiting women

and minorities to Bucks for Brains positions.

Tom Hiles, vice president for institutional advancement at Western Kentucky University, said the university is considering creating an endowed Bucks for Brains position for an African-American who is currently part of the science faculty.

Mike Nietzel, UK's acting provost, cited the hiring of Linda McDaniel, who will join UK next fall in an endowed accountancy chair created with a \$2 million gift. McDaniel will be the first female full professor, the most senior position among faculty members, in accounting at the university and the first holder of an endowed chair in UK's business and economics department, Nietzel said.

UK also hired Patricia Hill Collins, a black woman, for an endowed chair in women's studies and African-American studies. She begins serving a one-year appointment next fall, but Nietzel said he hopes it will last longer.

"We have put an emphasis on recruiting women and minorities, and we're starting to see the fruits of those labors," Nietzel said.

**AT U OF L**, where all 12 of the endowed faculty positions created under Bucks for Brains as of last year were filled by whites, Nancy Martin, vice president for research, said the school is recruiting in specific fields — oncology, neurosciences and molecular medicine, for example — that have a small pool and heavy competition for senior-level women and minorities.

But U of L has created a program, called Our Highest Potential, that includes eight research areas focusing on African-American issues — including urban law and minority business. Martin said the program should attract minority faculty members.

U of L is trying to raise \$9 million for Our Highest Potential. Martin said the state has agreed to match donations for three faculty positions related to the program, but the jobs have not yet been filled because their endowments have not generated enough money.

Overall, Kentucky universities had created 98 endowed chairs and 161 endowed professorships under Bucks for Brains as of June 30, 2001. But only 123 positions had been filled — 99 at UK, 12 at U of L, nine at Western Kentucky University, two at Eastern Kentucky University and one at Northern Kentucky University.

Angie Martin, of the postsecondary council, said it's not unusual that so many positions remain open. Some were created with pledged money not yet received, and some must wait 100 endowments to generate interest income, she said.

With that many vacancies, the recruitment of minorities and women could increase, she said.

Sahire Ozcan, a biochemistry professor who in 1999 filled a UK post funded with Bucks for Brains money, said, "The issue is, is it because they

don't want to hire more women and minorities, or they can't find enough qualified women and minorities?"

UK is launching a program this summer that will pair 25 female, African-American and low-income undergraduates with Bucks for Brains researchers. The undergrads will receive a \$3,500 stipend, and the faculty members will receive \$1,000 for materials.

**SUZANNE ILSTAD**, a professor of transplantation and surgery who was lured to U of L with an endowed chair of \$8 million under Bucks for Brains, said she thinks Kentucky matches up well with the rest of the country, given that the people who get funded typically are senior-level researchers.

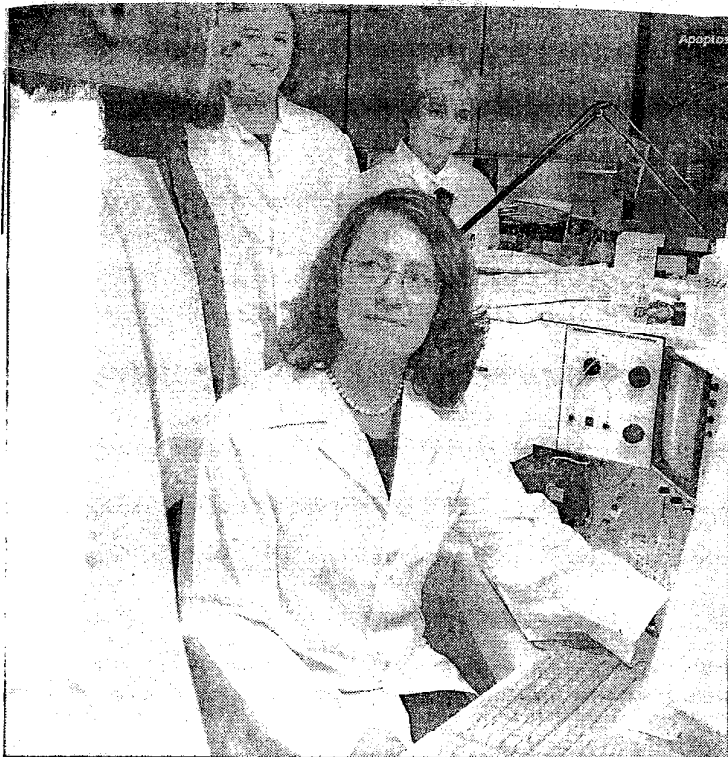
According to National Science Foundation data, 15.6 percent of full professors in the sciences in 1999 — which include medicine — are women, slightly more than the percentage of Kentucky Bucks for Brains researchers who are women.

Overall nationally, 28.8 percent of science faculty members are women, and 8 percent of engineering faculty members are women.

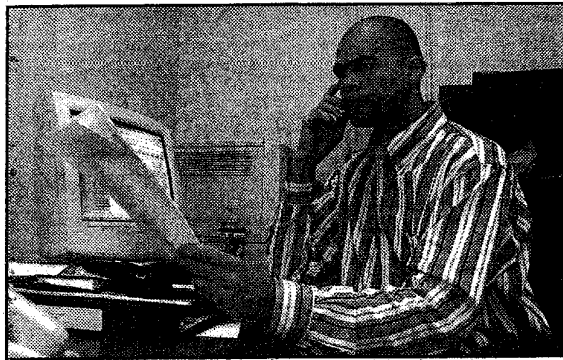
The foundation's data also show African-American faculty members at 3 percent nationally in sciences and 2.6 percent in engineering; Asian faculty members at 10.1 percent in sciences and 17.7 percent in engineering; and Hispanic faculty members at 3.1 percent in sciences and 3 percent in engineering.



BY STEWART BOWMAN, THE C-  
**UK Spanish professor Mario Santi, the only Hispanic hired under Bucks for Brains, sees room for improvement in its diversity.**



BY PAM SPAULDING, THE COURIER-JOURNAL  
**Suzanne Ildstad, seated, a U of L professor, said she thinks Kentucky matches up well with the rest of the country in diversity hiring.**



CHARLES BERTRAM | STAFF

John D. Youngblood is working on his doctorate at UK through a Southern Regional Education Board program.

## Doctoral program enjoys



**MERLENE  
DAVIS**  
HERALD-LEADER  
COLUMNIST

It is not often that the University of Kentucky can brag about any category in which it leads regarding minorities.

So when one comes along, I am more than happy to help the university do a bit of crowing.

UK awarded doctorates to four minority students in 2001, bringing to 13 the number of minorities who have earned Ph.D.s from UK since the Southern Regional Education Board Doctoral Scholars Program was established on campus in 1995.

The University of Louisville has awarded one doctorate through the program, and the University of Alabama has awarded 16.

Those four from UK were the most awarded last year at any of

## a degree of success at UK

the universities in the 16 states that the Southern Regional Education Board serves.

Overall, 132 doctorates have been awarded since the scholars program began in 1993.

Granted that's not a huge number, but it is a strong step forward for the universities involved.

The Southern Regional Education Board and its affiliate schools

See DAVIS, J3



**Rana Johnson** also received emotional support and help from her boss.



**Shawn Long** got a doctorate at UK, then a college teaching post.

## DAVIS | Fees, tuition waived; stipend paid

From Page J1

are trying to increase the number of minority faculty members at regional universities. Nationally, only about 5 percent of all faculty members are African-American and about 2 percent are Hispanic.

So, with about a quarter of university students being black or Hispanic, why don't more get doctorates?

"My experience is that most minority doctorate scholars are first generation students," said John D. Youngblood, a student in the doctoral scholars program at UK. "They aren't used to the finances that graduate schools require, and neither are their families."

Obtaining a doctorate involves a couple of years of course work and conducting research. Then the data must be analyzed, defended and published.

Eating and keeping a roof over one's head can detract from such intense study.

The scholars program "gives us the opportunity to go to school without worrying about working and going to school," Youngblood said. "Without their assistance, I would not be the student I am today."

The Southern Regional Education Board offers students a five-year package of support, financially and through mentoring. Tuition and fees are waived the first three years, and the student gets a \$12,000 stipend annually and \$500 for books. If obtaining the degree takes longer than three years, as many do, a final two-year award is negotiated on an individual basis.

Deneese Jones, assistant dean of the UK graduate school and chair of the President's Commission on Diversity, said, "This is all about diversifying the faculty."

At the doctoral level, she said, there can be a degree of isolation and what seems like secrecy. Some faculty advisers might assume the scholar knows things that he or she doesn't. "Not everyone can mentor a student of color," Jones said.

Rana Johnson, one of the program's four doctorate recipients in 2001, agreed. Minority students "at a traditional white institution don't always find the help they need to matriculate. That's very much lacking at the University of Kentucky," Johnson said.

Johnson's help and encouragement came from her boss at the Kentucky Council on Postsecondary Education in Frankfort. "I got a great deal of support from one of the original founders of SREB, Gordon Davies. Without that emotional support, I would not have been able to finish."

Also, the program sends each scholar to a conference once a year that provides such nuts-and-bolts information as how to write a dissertation, get it published, and be a successful faculty member, said Jones, who heads the doctoral scholars program at UK.

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*"Without their assistance,  
I would not be the student I am today."*

**John D. Youngblood**

UK doctoral candidate who is part of the Southern Regional Education Board Doctoral Scholars Program

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The Institute on Teaching and Mentoring conference also gives scholars the opportunity to share information among older and newer doctoral candidates.

Shawn Long, 29, a native of Clovertown, in Harlan County, said that conference alone works wonders for minority scholars.

"It gives you a chance to refresh yourself with your peers," said Long, who also got his doctorate last year. "You can swap good and bad stories with someone who has experienced the same thing."

Also, minorities who have been awarded their doctorates serve as role models for those still working on their research. "It really helps demystify the process," Long said.

Now an assistant professor at the University of North Carolina at Charlotte, Long said he learned to think of his graduate education as a business so that unfamiliar aspects of his surroundings didn't interfere with his goals.

That, not the money, was the biggest draw for Long. The Southern Regional Education Board "was really a networking, mentoring safe haven and a powerful force" during his stay at UK.

Johnson, 35, a Louisville native, said those annual conferences were enough for her to continue working for another year.

"I was encouraged because I had never been around so much power and energy," Johnson recalled. "There were 300 minority students there pursuing their doctoral degrees. I can't even describe what it was like to be around that much intelligence."

Youngblood, 25, who hails from Chester, Texas, population 285, began the program last spring and hopes to finish his research into the effects of HIV on the African-American community in two years.

After that, he hopes to teach. "I've never had the experience of being at a black college," Youngblood said. "I plan on teaching at a historically black college."

Whether he finishes on the fast track or meets his other goals, Youngblood said, his doctoral candidacy is "nothing but the complete proof of the existence of God."

"It's been slow going, UK, but something like this program helps me believe things are changing for the good."

"Congratulations. I'll look for more positive movement."

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## Questions for Advanced Placement

By TAMAR LEWIN

POLAND, Me. - During the last decade, the College Board's Advanced Placement program, once the preserve of an academic elite, has expanded to reach all kinds of students at places like the small high school down the road from where Poland Spring water bubbles forth.

In this rural area where only a third of the high school graduates went to college four years ago, not only top students but also those who struggle for middling grades are encouraged to try college-level Advanced Placement courses. School officials say that the classes send the message that students can handle challenging work: last year, three-quarters of Poland's graduates went to college.

"We fight that idea that A.P.'s are just for a few top students, and encourage anyone who's interested to sign up," said Erin Connor, who teaches an Advanced Placement English class at the three-year-old Poland Regional High School. "We want a real range of abilities."

Since 1990, as more high schools realized that Advanced Placement courses smooth college entry for a wide variety of students, the program has nearly tripled, nationwide. Next month, more than 900,000 high school students will take one or more of the exams in traditional subjects like American history, calculus and biology, or newer offerings like human geography, music theory, statistics and studio art.

But that same expansion has brought new concerns. Many educators now worry that there are not enough qualified teachers to keep up with the expansion, and that as more Advanced Placement courses are offered in schools without rigorous preparation for either teachers or students, the class work is being watered down.

Advanced Placement courses are additions to a school's core curriculum, taught with an eye toward the College Board's A.P. exams in May. Those who do well on the exams may earn college credit or skip introductory college courses.

The issues surrounding these classes vary by wealth, race and geography: even as some elite private schools are dropping the program in favor of their faculties' own curriculums, many urban schools and those in rural areas have no A.P. courses - and wish they did.

But the program has lost some of its luster. With many of their applicants now taking 10 or more Advanced Placement

courses, selective universities are increasingly reluctant to grant college credit.

In February, Harvard University decided to award college credit only to those students who achieved the top score, 5, on the exams, basing its policy change in part on a finding that students in second-year chemistry and economics classes who placed out of the first-year courses with a 4 did less well than those who took the introductory college course. With so many high school students taking Advanced Placement classes, some other colleges are revising their A.P. policies to allow freshmen to take advanced courses, but not earn credits.

Meanwhile, a report from the National Research Council criticized the Advanced Placement math and science curriculums for emphasizing breadth over depth - and found that many teachers of advanced courses lack even a bachelor's degree in the subject they teach.

Fred Kleiner, a Boston University professor who wrote the leading textbook used in Advanced Placement art history classes, said he had been troubled to learn that those who taught the high school course often had few slides to work with, little background in art history and an emphasis on dates and facts.

"When I teach the course, I teach only half the artworks in the book," said Professor Kleiner, a member of a group reconsidering Boston University's policy on Advanced Placement credits. "The high school teachers feel they have to teach every single thing, because it might be on the exam.

"I don't believe that mastery of art history consists of knowing when Picasso was born, or whether it was Michelangelo or Leonardo who painted the Sistine ceiling." Whatever the faults of the Advanced Placement program, there is a strong consensus that high school students benefit from courses that are demanding. Department of Education research shows that taking challenging high school classes is the best predictor of a student's college achievement. Most states now push for more Advanced Placement classes and help low-income students pay the \$78 fees for exams.

"Historically, the idea was that only certain kids in certain schools should get advanced work," said Lee Jones, the College Board's director of the Advanced Placement program. "But the education reform of the last 10 to 15 years brought recognition that far more high school students are capable of performing successfully in college-level courses."



Though 4 of 10 high schools nationwide still lack them, advanced high school courses - whether Advanced Placement or those offered through the International Baccalaureate, a smaller rival - are widely seen as a basic element of college access.

Michael Casserly, director of the Council of Great City Schools, an organization representing the largest urban school districts, said that for most city districts, the big issue was still trying to make A.P. classes available at every high school - and then to ensure that they are as challenging as intended. ``Often, the rigor isn't there,'' he said.

The stark fact is that most of the students in urban districts who take the exams fail them, scoring lower than three, the level at which college credit may be awarded. Until this year, Manhattan's Washington Irving High School put all those who passed the state Regents exam junior year into an Advanced Placement senior year. But only one in 10 scored 3 or higher - and most of those were Hispanic students who did well on the Spanish test - so the principal, Denise Di Carlo, narrowed A.P. enrollment slightly this year.

``I've taught A.P., and I know that if you've got kids on the low end, you have to do a lot of remedial work that slows everyone down, so there's not much chance of accomplishing the curriculum,'' she said.

At affluent suburban schools like Milburn High School in New Jersey, high scores are the norm - in part because these schools allow only their best students into Advanced Placement classes. Milburn's vice principal in charge of testing said the school used teacher recommendations, grades and a qualifying test to decide who would be admitted. Mr. Jones of the College Board cringes when he hears of such policies. ``I think there is a perception at those schools that A.P. represents a program for the elite that you have to earn your way into, and we don't agree with that philosophy,'' he said.

But some educators question whether the College Board's philosophy springs from commitment to educational equity or to selling its program more widely.

In small rural schools and low-performing urban schools, there are real concerns about diverting resources from the students in the large classes, who need the most help, to the more able students in small Advanced Placement classes. In Poland, Me., where the faculty recognizes the cachet of its Advanced Placement classes, and plans to add two more next year, discussions continue about how many resources to

put into the program, and which areas the teachers can handle better with their own curriculums. Still, in a community where many parents never attended college, teachers and students alike said that A.P. classes provide valuable exposure to college work. ``My mother tried to convince me not to sign up for A.P., because I have a tendency to fall behind,'' said Megan Kimball, an A.P. English student. ``But I wanted to. Even if it's stressful, it's been worthwhile, because it lets me see what college is like.''

## Helping Teachers Make the Grade

NBPTS, HBCUs partner to prepare African American teachers for national certification

BY PHAEDRA BROTHERTON

RESTON, V.A.

**T**he role of historically Black colleges and universities in preparing Black teachers for national certification was highlighted during "Recreate the Legacy of Educational Excellence," a half-day conference session sponsored by the National Board for Professional Teaching Standards (NBPTS) last month in Reston, Va.

NBPTS sponsored the session to discuss ways to partner with HBCUs, which produce nearly 50 percent of the African American teaching force, says Treopia Washington, NBPTS vice president of strategic partnerships. The purpose was to give HBCUs "an opportunity to view the direct correlation between the National Board's Standards and teaching excellence — which is key to creating and revamping teacher education programs based on the Standards," she says.

To become a National Board Certified Teacher (NBCT), teachers volunteer to go through a rigorous assessment that includes a nearly year-long process of documenting their subject matter knowledge, showing evidence that they know how to effectively teach their subjects and demonstrating their ability to manage and measure student learning. According to



Dr. Vinetta Jones  
Dean, School of Education  
Howard University

the NBPTS, as of March 2002, more than 16,000 teachers across the United States have earned National Board Certification.

In 2000-2001, 148 out of 491 African American teachers who graduated from HBCUs and applied for certification were certified, according to Dr. Daria Thomas, a researcher for NBPTS.

Thomas, who is studying the differences

between the success rates of White candidates and Black candidates, reported that the overall certification rate is 50 percent, but that there is a discrepancy when comparing the certification rate of White candidates and Black candidates. White teachers experience a 62 percent pass rate while Black teachers experience an 18 percent pass rate.

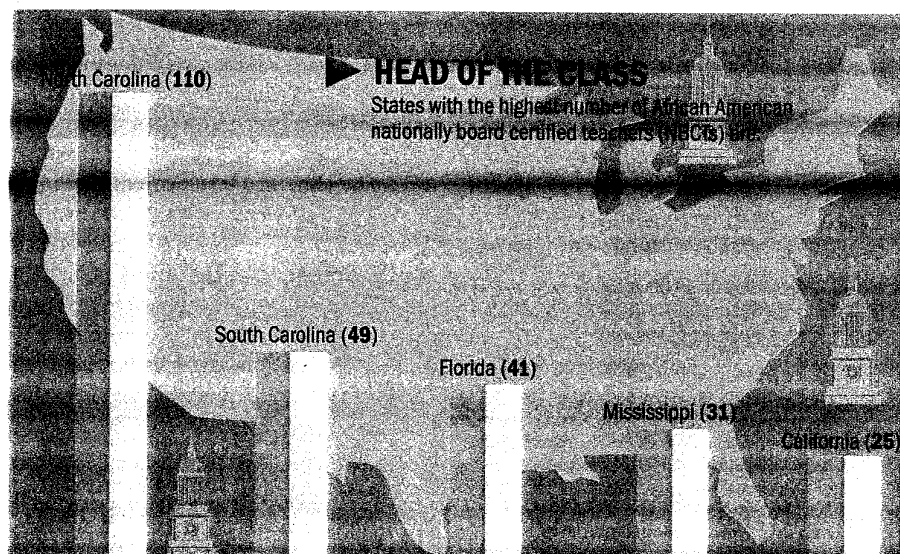
Thomas is conducting adverse impact research to "find out why more African American teachers are not coming forward to be certified," and "why they are not being certified at the same rate."

The number of candidates appears to be on the rise, however. Last year, 333 African American primary and secondary teachers earned national board certification — the highest number ever in one year, reports the NBPTS. That brings the total to 623 African American primary and secondary certified teachers across the United States. States with the highest number of African American nationally board certified teachers are North Carolina (110), South Carolina (49), Florida (41), Mississippi (31) and California (25).

The conference highlighted HBCUs' efforts in realigning their teacher education programs with NBPTS standards, sponsoring support programs for teachers and partnering with school districts to recruit teachers for certification.

Dr. Vinetta Jones, dean of Howard University's School of Education, talked about Howard's work as a Center for Assessment and its commitment to encourage urban teachers from Maryland and Washington to become NBCTs. "Our goal has been to let them know that there is a support system for them," she says.

Jones applauded the work of the NBPTS as well as the National Association for Equal Opportunity in Higher Education (NAFEO) in providing the opportunity for HBCUs to share what is working for the various institutions. She noted that it's important to have more Black NBCTs to ensure that Black students have qualified and caring teachers in front of the classroom. Quoting Marian Wright Edelman, Jones added, "We owe it to our children



NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS - 2000-2001

to do what we can to 'leave no child behind.' ”

Dr. Patricia Welch, dean of education at Morgan State University and president of the Baltimore City School Board, described the efforts being made to improve test scores and reading levels of Baltimore City students. Welch underscored the importance of certification in “providing structure, meaning to professional development and giving teachers a chance to improve their craft.” She also noted the role certification plays in instilling pride in outstanding teachers. “Teachers can wake up and say, ‘I know I’m good.’ Board certification can make that happen,” says Welch.

The conference also spotlighted the efforts of several HBCUs in supporting teachers:

- Florida A&M University is one of five resource centers for the NBPTS, charged with providing support to schools and teachers in a regional area of the United States. In addition to work as a resource center, FAMU has done much work with the local school districts in creating awareness about the certification and its benefits, and has seen an increase in inquiries

## Financial Incentives

Cash incentives for the top five states for African American NBCTs are as follows:

- North Carolina: 12 percent increase each year of the certification.
- South Carolina: Cash bonus of \$7,500 per year.
- Florida: 10 percent increase each year. (If NBCTs agree to mentor new teachers and NBCT candidates, they get an additional 10 percent mentoring bonus.
- Mississippi: Cash bonus of \$6,000 every year for the life of the certification.
- California: Cash one-time bonus of \$10,000. (If NBCTs agree to teach for four years in a low-performing school, they receive \$20,000 over the four years.)

from teachers about the certification process.

- South Carolina State University has joined with Claflin University and Orangeburg-Calhoun Technical College as part of the Teacher Quality Enhancement Grant program to improve pre-service and in-service teacher programs for high-need school districts in South Carolina.

- Morgan State University and Coppin State College have joined with the Baltimore City Teachers Union and Baltimore City Public Schools to creatively promote certification and recruit more teachers to consider certification.

Currently, there are only three NBCTs in Baltimore. The combined effort, which is considered a model program, seems to have been successful — the name of 67 teachers will be submitted for certification. Morgan State and Coppin State College also have committed to developing support programs to help the teachers throughout the certification process. ■

For more information, visit the National Board for Professional Teaching Standards at <[www.nbpts.org](http://www.nbpts.org)>.

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Posted on Mon, Apr. 29, 2002

## Quotas no way for UK to advance or diversify

By Marty Solomon

Fifty-two percent of University of Kentucky employees are females, but only 49 percent of employees at the 19 benchmark universities with which UK compares itself are females. Therefore, UK discriminates against males. According to these statistics, UK should employ only 4,954 females, not the 5,261 on the payroll. Thus, UK has 307 too many females. According to the same type of analysis, UK also has 74 too many blacks.

Does that logic make any sense? Of course not. Yet this is the logic used by the editorial board when it discovered that the same benchmark institutions averaged 43 percent female administrators while UK employs only 35 percent. The paper's misguided conclusion was, "UK has done a poor job of developing and attracting women administrators."

Benchmark statistics are useful to gauge whether an institution such as UK seems wildly off the mark or not. For example, if UK had only 9 percent female administrators or 88 percent female administrators, comparisons with benchmarks might signal that something could be amiss.

But strong conclusions can seldom be drawn from statistics because there are too many other factors.

UK's job is to attract and develop the most talented and capable people without regard to gender or ethnicity. That might mean hiring a



seeming disproportionate number of people in one category or another because of the quality of the applicants.

Society has lost the lofty goal and original meaning of affirmative action. Its intent was to ensure that all people had equal access to employment opportunities regardless of gender or ethnicity. This involves making sure that ads for employment are placed in publications and venues frequented by minorities as well as by the majority.

That means looking far and wide and beating the bushes to find and attract the most qualified. Then, if the percentage of women or blacks or Hispanics or American Indians appears too high or too low, so be it.

One thing you learn in basic statistics is that correlations among data can never determine cause and effect. If statistics seem to show disproportionate percentages, then it is a cause for investigation, but it can never, in itself, be sufficient to draw the sweeping conclusions in the editorial.

Some universities and companies have yielded to quotas --- a dangerous practice that the Herald-Leader seems to advocate. Some organizations have unfairly hired people who were not qualified just to meet a quota in an ethnic or gender category. Nothing could be more unfair to qualified applicants who are passed over for reasons of political correctness.

To be sure, our 19 benchmark universities are also under pressure to give in to quotas. UK must not follow that lead. I will be proud of UK President Lee Todd if he avoids such errant distractions and plows ahead, finding, hiring and developing the very best talent available. Only that will lead to advanced status and future greatness. Quotas would inevitably lead UK in the exact opposite direction.

*Marty Solomon has worked at four major universities, including the University of Kentucky.*



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